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## THE BEN BLEWETT JUNIOR HIGH SCHOOL OF ST. LOUIS—PART II

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R. L. LYMAN  
School of Education, University of Chicago

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### ENGLISH

In Part I of this article was indicated the emphasis which the Ben Blewett Junior High School places upon social science as the core of the curriculum. To this end Blewett looks upon all work in the mother tongue as a means of gaining control for social purposes of two most important tools of everyday life, reading as a tool of thought-getting and expression as a tool of thought-giving. Organization of work, choice of content, reading paralleling civic and vocational life, elimination of unnecessary drills with A and B groups, intensive drill with C groups, all are intended to harmonize with the general principles of the school, differentiation of instruction, economy of time, direct planning for citizenship.

One unusual feature of the English schedule in Blewett is the apportionment of the total time of each term into definite units to be given to the two main divisions of the subject, literature and composition. Time is given to these in alternative periods of two weeks for each division. That is, two weeks are given to oral composition, two weeks to literature, two to written composition, and two to literature again—after which the order is repeated. The special values derived from this arrangement are: direction of teachers' and students' attention to a definite phase of the work in every time unit, with a resulting avoidance of confusion of aim and subject-matter; akin to the foregoing, the elimination of all drill and detail work except that which functions directly on the work in hand; and the comparative ease of supervision from the administrative viewpoint.

The content of the literature used is the result of an attempt to provide readings of known present interest to the students. Pupils are led to read books of high literary quality if possible, but emphasis is placed primarily upon content and teachers are urged to discontinue with any given class consideration of any book in which

there is found nothing of vital interest to the readers. The guiding principle is to find books in the school and public libraries that will appeal to the students and to provide as far as possible real social situations for their presentation in the classroom.

The course in general literature in the eighth grade is both introductory to, and parallel to, the courses in foreign languages. The foreign-language work opens only twice a year partly because classes would be too small if offered every quarter, and partly because the pupils normally go to the Senior High School after one year of elective is completed, and they can enter Soldan only once every half-year. Furthermore, only A type pupils may elect a foreign language in the eighth grade, because they must progress very rapidly.

Therefore, in November and April all pupils entering the eighth grade and electing academic work take the course in general literature for a quarter until they can enter a foreign-language course. In this sense the literature is introductory to the foreign language. But the B and C section pupils continue in the literature course until they enter the ninth grade when they may elect a foreign language, or they may continue in literature till they are ready to go to Soldan, receiving the same credit for this work as for the foreign language or any other elective. In this latter sense literature parallels the foreign language.

General literature draws in translation from French, Spanish, Italian, German, Dutch, Scandinavian, Danish, Portuguese, Latin, Greek, and any other languages from which stories or accounts of subjects of interest to children can be obtained. Mr. Cox, the principal, is himself giving one such course during the second quarter of the present year. The project on which his class is engaged is the lives of boys and girls in many lands. Another project in use is called "From Aesop to Seton Thompson," wherein the pupils seek out animal stories in translations from all languages.

The children are helped to discover and appreciate that human beings, in all lands and in all ages, have had many great experiences in common, their joys and sorrows, their homes, schools, games and sports, pets, friends, and foes.

In composition, an attempt is made to socialize the subject-matter by throwing lessons into project form wherein real life conditions or simulated life conditions are met, such as we find in

"occasional" speeches, sales talks, letters, conversations, descriptions such as people really use in life.

The general attitude of the school toward grammar indicates an incidental, informal, functional procedure, with brief excursions into formal grammar when necessary for clarifying or enforcing the incidental work in the subject. Good usage drills are held in high esteem in the incidental work. In fact all drills grow out of the work of the classes as revealed in their speech and writing. The application of standardized tests in composition, handwriting, spelling, argues very favorably for the retention of present methods with regard to the formal side of language work.

In both composition work and literature, the procedure of the classroom is socialized through organizing classes as clubs fully officered, and through providing for student participation in the various activities of the classroom. Also, classes are divided into groups for study and recitation purposes to stimulate effort through rivalry and through providing real audiences for all recitations.

#### GENERAL SCIENCE

The aim of this department is to build a sound foundation course for the seventh year which shall serve to give the pupils glimpses of the interesting fields which science explores. Interest in the world about them rather than amount of information being the vital consideration, pupils are brought into contact with many different phases of elementary science. Conspicuous here also is the primary feature in all seventh-grade work in Blewett Junior High, namely, the exploring of pupils' interests, aptitudes, and abilities. General science in this grade aims to open up to them the larger scientific fields that lie beyond, to the end that wise educational guidance and prevocational choices may be made in higher grades. Topics marked with a star, known as minimum essentials, are to be taken by all groups. A groups have additional topics at the teacher's discretion.

#### September:

1. Landscape appreciation.
2. Tree study; identifying the common trees; mapping school grounds.
3. Bird study; permanent residents near school; migrating birds.
4. General observation visit to the zoo.
5. The best food for children, milk.
6. Insect study: grasshopper and sphinx.

## November:

1. Landscape appreciation; a November landscape.
2. Tree study; winter aspect of common trees.
3. Bird study; protective coloration; winter care of birds.
- \*4. Visit to the zoo; planned carefully for study of one animal.
5. Bulbs; why planted in fall; why they bloom so early.
6. Animal study; gold fish and squirrel.

## February:

1. Landscape appreciation; a winter landscape.
2. Tree study; report on trees in home block; survey trees of a district.
3. Bird study; watching return of early spring birds.
4. Visit to the bird cage in the zoo; planned lesson for observation.
5. Bag worm.
- \*6. House fly; studied with microscope.
7. Tree products: lumber and lumber industry.

## April:

1. Landscape appreciation; April landscape; identification of common plants.
2. Tree study; complete survey of district; structure; enemies; etc.
3. Bird study; bird homes; temporary residents.
4. School and home gardens; soil testing; seeding; germination; etc.
5. Animal study; earth worm; moths; butterflies; bumble bee; etc.
6. Food; when to eat fats, sweets, meats.
7. How to eat; digestive organs; teeth.

## Topics for appropriate seasons; suggestive of phases developed:

1. The work rivers can do.
- \*2. Springs; underground water; caves.
3. Volcanoes; geysers.
4. Influence of climate on food supply.
- \*5. Balloons; weight of air; pressure; siphon; air pump; hydrogen gas.
6. Fire prevention; cause of fires; how controlled; oxygen and carbon dioxide.
7. The wind.
8. The dew; condensation; dew point; rain.
9. Granitoid wells; spaces; expansion of solids; liquids; gases; artificial ice; thermometer.
10. The compass.
11. Lightning rod.
12. Ice cream freezer and thermos bottle.
- \*13. Properties of oxygen; carbon dioxide, hydrogen (review).
14. Mosquito; how it sings; travels; echoes.

General science in the eighth grade follows Van Buskirk and Smith's *Science of Every Day Life*; the subject-matter in coarse print is regarded as minimum essentials; A and B classes supplement very largely the work of the text. In the ninth grade there is one

general science course elective, paralleling electives in botany and physiology. The plan is to teach this elective course on the project basis, with reference books rather than with texts, pupils being encouraged to select problems in science most in keeping with their individual interests; for example, problems in physics for those mechanically inclined, or in physiology for children who think they may like to be nurses or physicians.

#### MATHEMATICS<sup>1</sup>

In this department the basic text used for seventh and eighth grades is Wentworth and Smith's *Junior High School Mathematics*, a general mathematics book. The seventh-grade work is identical for all, covering in the first quarter arithmetic of the home and store, with geometry of form; second quarter, arithmetic of the farm, with geometry of position and percentage paving the way for algebra; third quarter, arithmetic of industry and the banks with graphs; fourth quarter, geometry of size and of areas and mensuration. In every quarter individual weaknesses in fundamental processes are disclosed by means of objective tests, and upon the findings drill is provided individually during supervised study periods.

For the eighth grade the academic (*x*) classes have a combination of algebra, trigonometry, and arithmetic; commercial (*y*) classes, bookkeeping and commercial arithmetic; industrial (*z*) classes for boys have shop mathematics and for girls budgets and accounts. General mathematics in the ninth grade is taught on the problem or project basis. A specialized shop course mathematics is given for the prevocational boys.

#### ART

The main spirit of the work in art is its service in the uses of daily life. It begins by the study of beautiful buildings in St. Louis, churches, schools, libraries, museums, and residences. Herein correlates also the appreciation element of the beauties of nature as outlined in the seventh-year general science. Topics covered include architecture, with study of the four fundamental types; painting, through strong examples of American art; city parks, the way in which landscape gardening supplements natural beauties; color schemes, with interior decoration and costume design. Actual art-work in the laboratories is freehand drawing

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<sup>1</sup> The school is engaged in making radical changes in the course outlined here.

of large objects, poster work, athletic notices, designs for room doors, lettered mottoes—the walls and doors of Ben Blewett's building are covered with publicity-making illustrations of student work which calls for design, spacing, proportion, arrangement, lettering, and color, all done with care, accuracy, and neatness. To enable the future citizen to understand and to interpret the world about him, more perfectly to apprehend and use the productions of others, and in a measure to secure control of expression by visual means—these purposes are set as the goal.

#### MUSIC

Music in Blewett differs from that of the conventional school in many ways: (1) Artistic rendition is made a primary aim only for the voluntary glee clubs and orchestras. For the regular choruses the aim is enjoyment, appreciation, and expression. Much popular and light opera music is sung, with much listening and discussion. (2) There are some efforts to separate the musical pupils from the unmusical; more experimentation along this line is contemplated. (3) Music content parallels to a certain extent the social-study courses. For example, while the children are studying Greek history, they are given a taste of Greek music. Other folk music is treated in the same way. Similarly, in the eighth grade the periods of American history are correlated with periods of American music. (4) In the ninth grade more attention is given to art music and to art form. Stories of famous operas and oratorios are reported; excerpts are sung; other parts are filled in by musical records. In general, Blewett children learn music through hearing it and singing it rather than through hearing about it.

#### PRACTICAL ARTS

Practical arts is the name applied generally to all the activities in the school which have grown out of the manual-training nucleus. The term "manual training" apparently is used only to establish the relationship of the practical arts electives in the Junior High School with the manual training curriculum of the Senior High School.

Practical arts for boys includes in the seventh grade try-out experiences in printing, painting, electricity, pipe-fitting, wood-work, both benchwork and lathework, plumbing, forging, elemen-

tary molding and casting. Work of this year includes many boy-scout projects, many individual projects—aeroplanes, sailboats, water-motors, heliographs, photographic apparatus—and many repair jobs, faucets, screen-doors, replacing broken glass, sign-painting. All of this work goes on simultaneously under the direction of one instructor. The boys work at benches, lathes, forges, and the like, placed around the outside of the room, except the woodwork benches, which are in the center. There is a raised platform with seats in tiers, in front of which is a demonstration bench where the instructor or a group of boys may show the other boys just how a project is to be developed and completed.

Boys who continue with practical arts in the eighth grade, elect either cabinet-making and wood-turning, printing, or electrical work; or if age and size warrant it, metal-work, including molding, forging, machine-work, and auto-repairing. With whatever practical arts they take they are given also one double period of mechanical drawing, applied as directly as possible to the particular line of practical arts work they are pursuing. For those who are going directly on into the Senior High School the ninth-grade work is like the eighth except that ten periods a week are devoted to it instead of seven.

For older boys who are interested in the practical work, the school offers specific prevocational experiences in auto-mechanics, printing, electricity, and machine-shop practice, the pupil spending one-half of his time in shop-practice and the rest in correlated and academic work.

The home economics experiences of the seventh grade include garment-making and alteration and group projects in cooking and sewing. Pupils who elect home economics in the eighth grade do a considerable amount of social project work for the Red Cross, school entertainments, garments for baby brothers and sisters, repairs and alterations for mothers and big sisters, and the preparation of sheets and pillow-cases for the city hospital. On Fridays and on special occasions they serve luncheon for groups of teachers or guests. In preparing such a luncheon menus are worked out by groups of girls to keep the total cost per plate down to fifteen cents. One of these menus is selected by the class, and each of four groups accepts responsibility for a course. The chairman of one group is the chief-hostess. Chairmen of the other groups are responsible

for the various fish, cakes, salad, coffee, hot rolls, or dessert. Each chairman sees to it that the materials are at hand and that her assistants have definite tasks assigned.

#### CLASS METHODS—THE SOCIALIZED RECITATION

The socialized recitation as found in Blewett has several aims, chief among which are (1) to do away with passivity and arouse interest; (2) to enable the pupil to correct wrong impressions; (3) to enable him to form the habit of concentrated effort and attention; (4) to enable him to enlarge his experience in an orderly, logical fashion; (5) to enable him to express his own individuality and to receive the modifying influence from the class in return; (6) to give him an opportunity to do and to be rather than to know, by thinking, reasoning, and making decisions.

With such aims in view each class is presented as a group of good-spirited co-operators and critics working with real projects—such projects arising in the mind of the group or individual thereof, or being stimulated by the teacher. According to the ability of the class concerned or the size and value of the project in question, the work is distributed among the various members of the groups, the pupils always choosing the committee upon which they prefer to serve, the committee in turn choosing its own chairman.

Preparation of the work for class presentation is then begun—organization of the particular phase of the work in hand being the chief interest of the individual groups. In an A class such organization is left largely to the children, the result of which is submitted to the teacher for approval or guidance. In a C class, organization of the material in question is secured from the class, the teacher guiding the discussion while the class chairman places on the board the decisions reached by the group. Organization being completed, the various members of the group choose the point or two appealing to them. The groups are now ready for research work. The entire preparation of the work is done in what is called the supervised study period, the teacher guiding, counseling, and supplementing wherever possible.

Presentation of the work to the class by the group concerned is the next step. With the class-chairman in charge, chairmen of the various committees are presented in turn, they calling upon the various members of their groups for support. In such a situation

we have what may be likened to a round-table discussion, the recitation taking on the form of conversation and discussion, constructive rather than destructive criticism being encouraged. The class invariably insists that the group reciting make plain the question in hand. The class, however, frequently comes to the assistance of the group reciting if assistance is needed. If such help fails—such situations frequently arise in slow classes—the teacher steers the recitation. Oftentimes a little more supervised study on the part of the group presenting the work clears up the situation. Throughout the entire situation the teacher is primarily a guide, supplementing, advising wherever possible without dominating the recitation. Questions are asked of the class on the work presented them by the group or class chairman, and notebook work is required as home work.

From such a situation a real, life-like laboratory is the result, the members of which are members of a working community. Maximum opportunity is afforded to develop self-reliance, initiative, co-operation, leadership, and group friendliness. The greatest advantage, however, from the pupils' standpoint, is the opportunity to learn how to study, how to think, and how to express results.

#### HOME WORK AND SUPERVISED STUDY

Assignments calling for home work are made but once a week in each subject, first-hour classes using Monday, second-hour, Tuesday, and so forward, thus enabling pupils to distribute their evening work throughout the week. In general, home assignments are used to test a pupil's acquaintance with the classwork of the preceding week, or in the upper classes for the additional reading in books not available during school hours, or for personal investigation bearing upon a group project. In history, home work may take the form of a letter, written by the pupil to a friend as of the date being studied, concerning passing events. In civics, a home-study assignment may call for an investigation of conditions in the pupil's immediate neighborhood that illustrate the topic being studied. For example, a common assignment while the topic "relations between government and business" is in hand is a personal visit to some business firm; the pupil is required to interview his local druggist or grocer for information concerning government supervision, regulation, and co-operation.

Home work may be thus limited in amount for two reasons: first, the class hours are study and work periods of shop and laboratory rather than recitation room. Teachers in Blewett are decidedly not lesson hearers. Secondly, provision is made for daily preparation in supervised study which occupies from one-third to two-thirds of each class hour. A hobby of the school, the socialized recitation described above, places a premium upon project-teaching, plans and materials worked out through committees and results presented as a group product. Actual supervised study for an individual consists in helping him to read with a purpose, to get the content of the written page, and to make use of data selected for a definite end.

#### ORGANIZED PLAY AND ATHLETICS

Blewett endeavors to stress intra-school athletics and organized play; attempt is made to draw every boy and girl into the games of gymnasium and playground. A wholesome spirit of competition is fostered between individuals and classes, and with the individual's own achievements. During the past autumn there have been series of interclass games in playground baseball, in soccer, in track and field athletics. Monday afternoons find six interclass games of seventh-grade advisory groups, Wednesdays, eighth-grade teams, Fridays, ninth-grade. Grade winners play each other for the school championship. Each Tuesday are held track and field contests, two or three events only each week, with separate heats and finals for the seventh, eighth, and ninth grades, culminating in finals for school championships. The Tuesday series, growing more strenuous from week to week, culminates in a cross country run, or a hare and hound race. Careful records in all events are kept, and through a scoring system, boys who consistently show a fair degree of ability may win the school letter. The soccer series of competition for school championship beginning with outer advisory group games is inaugurated as soon as playground baseball is finished. Similar series of outdoor competition in games suitable for girls are also held; baseball, dodge-ball, basket-ball, and volley-ball are popular.

Among the various clubs which meet every Tuesday afternoon are the following: Girls' Outdoor Sports Club, Boys' Basket-Ball Club, Girls' Basket-Ball Club, Hiking Club, and Boys' Football Club whose names signify their purposes. Of their weekly clubs,

whose purpose is distinctly athletic, about 300 boys and girls are members; about 500 boys take part in playground baseball each week; and 250 boys have competed in the field events of a single Tuesday. Thirty boys form the regular Rugby Football Squad, which plays with teams from other schools.

#### CLUBS

Six athletic clubs in which membership is voluntary were mentioned above. The aim of the school to have all pupils enrolled in one extra curricular activity has led to the formation of twenty-eight other clubs, all of which meet at the final class period each Tuesday, which becomes for this purpose a seven-period day. Each of the six regular recitation periods of the day are shortened sufficiently to provide a full hour for club work. Membership in one of these clubs is required with this interesting alternative: a pupil may elect to spend the period in a study-room at work upon his lessons. About fifty pupils choose the alternative. Each club has a teacher as sponsor who keeps a guiding hand upon all its activities. Records of attendance are kept, and regular attendance as in all classes is required.

The work of all the various clubs correlates directly or indirectly with subjects of study in the regular curriculum. Some of the directors have pointed out the fact that the work of certain organizations is intimately connected with more than one subject. The following grouping of clubs shows their most direct correlation:

- |                          |                             |
|--------------------------|-----------------------------|
| 1. English:              | 4. Commercial:              |
| Blewett Literary Society | Typists' Club               |
| Dramatic Club            | Young Business Men's Club   |
| Expression Club          | 5. Science:                 |
| Library Club             | Agriculture Club            |
| Reporters' Club          | Garden Club                 |
| Story Writers' Club      | Junior Experimenters        |
| Social Hour Club         | Nature Club                 |
| 2. Languages:            | Bird Club                   |
| French Club              | Star Study Club             |
| Latin Club               | 6. Practical Arts:          |
| Spanish Club             | Art Club                    |
| 3. Social Studies:       | Cooking Club                |
| Know Missouri Club       | Gas Engine Club             |
| Know St. Louis Club      | Girls' Manual Training Club |
| Stamp Club               | Boys' Manual Training Club  |
| Travelers' Club          | Mechanical Drawing Club     |

- |                             |                        |
|-----------------------------|------------------------|
| Needle Craft Club           | 8. Physical Training:  |
| Printers' Club              | Girls' Basketball Club |
| 7. Music:                   | Boys' Basketball Club  |
| Fife, Drum, and Bugle Corps | Hiking Club            |
| Girls' Glee Club            | Outdoor Sports Club    |
| Orchestra                   |                        |

Not only is the students' part in the club wholly voluntary but also the teacher's. Without exception sponsors have volunteered their services for a club doing work in which they are personally interested. In many cases they have helped plan and organize the association, and are as much interested in its growth as any of the student members. Sometimes two teachers are associated in the work of one club. This is usually the case in organizations that have a large membership. Perhaps the chief factor in securing co-operation of teacher and pupil is the perfect freedom given to both in selecting the particular club in which they wish to work. The result is a spontaneous enthusiasm that secures genuine progress. Chief among the important by-products of the club work is the development of a fine school morale, everywhere evident. Scarcely less valuable also is the development of initiative and leadership. These benefits are due to the fact that the pupils choose their own officers, make their own rules, arrange their own programs, and speak and act freely for the society.

#### THE BLEWETT "B"

In common with the practice of most high schools, the school letter, the Blewett "B," in the past has been granted only to boys who have excelled in athletics. But this year, with the approval of the faculty, the School Cabinet adopted a new plan, more in keeping with the democracy of the school. The Blewett "B" is now granted to both boys and girls for marked success in (1) citizenship; (2) scholarship; and (3) extra class activities of many sorts, including athletics. One limitation is imposed: no pupil may earn his "B" in any division if his record is unsatisfactory in the other divisions.

A second interesting innovation provides that the school letter must be earned by progressive achievement. The first time the letter is awarded a pupil receives a bronze button; the second time, a silver button; and the third time, a felt letter to be worn on a sweater.

To be noted in this connection is that all pupils are given regular grades in citizenship to be taken home quarterly with their other marks. Pupils who receive 85 per cent excellent are candidates in citizenship for the "B." A committee of the Blewett "B" Council then investigates each candidate by consulting their pupil advisers, teachers, and other group officers, checking each candidate for the following characteristics:

Citizenship:

1. Personal questions.
  - a) Is he clean in person?
  - b) Is he orderly?
  - c) Is he neat in dress?
  - d) Does he take care of his teeth?
2. Moral qualifications.
  - a) Is he courteous?
  - b) Is he honest?
  - c) Is he industrious?
  - d) Does he choose good citizens for friends?
  - e) Does he practice clean speech?
  - f) Does he practice fair play?
3. Positive contributions to the school.
  - a) Is he a good class officer?
  - b) Is he a good leader for a ball team, music class, group work, etc?
  - c) Is he a good corridor officer?
  - d) Does he take an active part in boosting his group and his school in campaigns of various kinds?

Similarly, scholarship records are checked by a Scholarship "B" Committee, and athletic records by an Extra-Class "B" Committee.

The right to wear the emblem may be revoked by the council for unsatisfactory conduct or record. On the contrary a ninth-grade pupil may earn the right to wear all three letters "B," the plain letter for scholarship, old English for citizenship, and black for extra class activities. The bronze button may be worn by a pupil in the second half of the seventh grade; the silver button in the eighth, and the felt letter in the ninth as early as it is earned.

In considering this elaborate plan for the school emblem, it must be remembered that the major purpose of the school is to develop the knowledge, ideals, and habits of good citizenship. Paralleling all the work of all the departments of the school, there is a series of social problems, planned by a special faculty committee,

and enlisting the participation of the entire student body. This year the general topic of the social campaigns is "Conservation," and the slogan "Save to Serve." The various campaigns are: Thrift, Safety-First, Thanksgiving, Blewett Election, School Property, Spring and Arbor Day, Health, and a Saving of Time and Energy Campaign.

#### COST

The cost per pupil for instruction in the Ben Blewett Junior High School during the year 1917-18 was about \$75 as against \$40 for the elementary schools and \$105 for the four-year high schools. However, the comparative cost per pupil per year does not take into account several factors. The seventh- and eighth-grade costs in the regular elementary schools are higher than in the lower grades, so that the cost per pupil would probably be nearer \$50 than \$40. On the other hand, high-school Freshmen cost less per pupil year than the third- and fourth-year students; so that the cost of the ninth grades in the regular high schools is probably nearer \$90 than \$105. Assuming these estimates to be nearly correct, the junior high-school pupils of the seventh and eighth grades, approximately two-thirds of total enrolment, should be checked up against the \$50 cost of the elementary schools, and the ninth grade, one-third, against the high-school cost of \$90; thus:  $2/3 \times 50 + 1/3 \times 90 = \$63.33$  per pupil in comparison to \$75 actual cost.

However, the pupils in Junior High School make more rapid progress than in elementary school or high school. The cost per grade progress in 1917-18 was only \$57 in all three grades, making the saving on 1,400 children, the average membership of the school, a saving of more than \$8,000 annually to the community.

And yet the total money cost is not apparently less because the Junior High School retains its pupils, and as long as they remain, the school does not save the money ordinarily saved by eliminating one-third to two-thirds of the pupils. The elimination owing to pupils going to work, or remaining at home, was less than 3 per cent during the year 1917-18. Indeed, the school is promoting to the tenth grade of the Senior High School more pupils from its half of the old Soldan High School district than used to enter the tenth grade from the whole district, about 550 children a year.

## CONCLUSION

It is apparent, then, that Blewett is working out for herself the life of a true intermediate school, endeavoring to adapt organization, curricula, methods, and all school experiences to the needs of adolescents. The ideal constantly held before the children is that *they are always to be good citizens of Ben Blewett Junior High School*. Through a controlled environment, in the ordering of which the boys and girls themselves play conspicuous parts, the pupils are growing up into socially valuable adults. In their school life, itself a miniature democracy, they live as they will live in the democracy of adult life. And in the accomplishing of this purpose, Blewett presents radical modifications in subject-matter and methods of instruction, presents experiments in pre-educational choices and prevocational guidance, and presents readjustments of a more distinctly social nature through an elaborately organized system of extra-curricular activities. Above all, one feature predominates. Blewett is not interested primarily in teaching subjects; she is interested in teaching children of varying interests and capacities. She is shaping all her school activities in accord with the most vital of all the principles which have called junior high schools into existence: Education must concern itself primarily with the differing and the changing stages of mental and physical maturity of children.